DOCUMENT RESUME

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ABSTRACT

This compilation of 11 courseware evaluations gives a general overview of available social studies microcomputer courseware for students in grades 3-12. Each evaluation lists title, date, producer, date of evaluation, evaluating institution, cost, ability level, topic, medium of transfer, required hardware, required software, instructional purpose, instructional techniques, available documentation, instructional objectives, instructional prerequisites, content and structure, estimated student time required, potential uses, major strengths, and major weaknesses. Evaluation criteria are summarized in a grid showing evaluator ratings ranging from "strongly agree" to "strongly disagree." Most of the courseware is suitable for use with Apple II microcomputers. Courseware titles are "Cartels and Cutthroats" (economics), "Demo-Graphics" (population studies), "Elementary, Volume 6--Social Studies" (geography, history, economics), "Geography" (recognition of shapes of states), "Geography Explorer: USA" (U.S. geography and identification of states), "Map Reading" (map reading, compass, scale, notation) "President Elect" (government, civics, elections), "Social Studies, Volume 2" (general social studies), "The Decision Shop" (economics), "The Exploring of America Series" (history), and "The Market Place" (marketing and economics). (LH)

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ED248162

[SOCIAL STUDIES. MICROSIFT COURSEWARE EVALUATIONS]

1983

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon

MICROSIFT EVALUATIONS: SUBJECT

SUBJECT	TITLE	PRODUCER	LEVEL	HRDWR.	SET
SOCIAL STUDIES	CARTELS AND CUTTHROATS	STRATEGIC SIMULATIONS, INC.	8 9 10 11 12	APPLE	8
	DEMO-GRAPHICS.	CONDUIT	8 9 10 11 12	APPLE	4
	ELEMENTARY, VOLUME 6 -- SOCIAL STUDIES	MECC	3 4 5 6 7 8	APPLE	8
	GEOGRAPHY	MECC	4 5 6 7 8 9 10	ATARI	7
	GEOGRAPHY EXPLORER: USA	INSTANT SOFTWARE, INC.	4 5 6 7 8 9 10 11	TRS-80	1
	MAP READING	MICRO POWER & LIGHT CO.	4 5 6 7	APPLE	8
	PRESIDENT ELECT	STRATEGIC SIMULATIONS, INC.	5 6 7 8 9 10	APPLE	8
	SOCIAL STUDIES, VOLUME 2	MECC	4 5 6 7 8 9 10 11 12	APPLE	8
	THE DECISION SHOP	THE CHILDREN'S MUSEUM OF INDIANAPOLIS	4 5 6 7 8	APPLE	7
	THE EXPLORING AMERICA SERIES	AQUARIUS	7 8 9 10	APPLE	9
	THE MARKET PLACE	MECC	3 4 5 6 7 8	ATARI	7

Compilation by Social Science Education Consortium of NWREL MicroSIFT Courseware Evaluation Sheets. Evaluations completed January 1982-June 1983.

50/015-850

Cartels and Cutthroats

VERSION: 1.1, copyright 1981

PRODUCER: Strategic Simulations, Inc.
465 Fairchild Drive, Suite 108
Mountain View, CA 94043

EVALUATION COMPLETED: May 1983 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $39.95

ABILITY LEVEL: Grades 8 through 12
SUBJECT: Social Studies/Social Science
TOPIC: Economics
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, single disk drive, monitor, game paddles
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Game, simulation

DOCUMENTATION AVAILABLE: In supplementary materials — program operating instructions and student's instructions.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To develop the student's skills in business management.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Knowledge of basic economic terms such as GNP, CPI, Prime Rate, etc.

CONTENT AND STRUCTURE: This game is a simulation of the business world. Each player runs a manufacturing company that buys raw materials, produces finished goods and sells those finished goods in a competitive market.

ESTIMATED STUDENT TIME REQUIRED: Three hours per session (can be broken up), 3 or more times

POTENTIAL USES: Program could be used in a high school economics class or business administration course to reinforce concepts and allow students to internalize marketing and production strategies. Program is best used independently by small groups of students competing against each other. It is, however, very time-intensive.

MAJOR STRENGTHS: Very valuable program for teaching concepts and strategies in business economics. These concepts and strategies simulate those necessary to run an actual business and are normally very hard to learn any other way.

MAJOR WEAKNESSES: Program is very long in playing time. Some familiarity with economics and business concepts is necessary. Program crashed several times in response to inappropriate input. It could use better error-trapping!

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content has educational value.
•					Content is free of stereotypes.
•					Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
				•	Instruction integrates with prior learning.
•					Learning can be generalized.
•					User support materials are comprehensive.
•					User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
•					Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue • Portland, Oregon 97204
(503) 248-6800

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Demo-Graphics

VERSION: © 1981

PRODUCER: Conduit
P.O. Box 388
Iowa City, Iowa 52244

EVALUATION COMPLETED: June 1982 by the staff and constituents of Linn-Benton ESD, Oregon.

COST: $85.00 (additional user manuals, $3.50)

ABILITY LEVEL: Grade 8 and above
SUBJECT: Social studies: population studies, demographics
MEDIUM OF TRANSFER: 5 1/4" flexible disk
REQUIRED HARDWARE: 48K Apple II or Apple II Plus with single disk drive
REQUIRED SOFTWARE: DOS 3.2.1 or 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Tutorial, simulation

DOCUMENTATION AVAILABLE: Computer program includes sample program output, program operating instructions and student instructions. Supplementary materials include the instructional objectives, sample program output, program operating instructions, teacher's information and student instructions.

INSTRUCTIONAL OBJECTIVES: (Stated) To demonstrate the differential impact of fertility and mortality on age structure; to demonstrate the concept of constant, stable and stationary population; to illustrate life table relations; to compare age standardized birth and death rates for a number of countries; to demonstrate the effect of changing age distribution on dependency ratios; to demonstrate how to construct various fertility and mortality rates.

INSTRUCTIONAL PREREQUISITES: None stated. Materials are designed to introduce the concepts being treated.

CONTENT AND STRUCTURE: This package consists of a disk and a user's manual. The disk contains five programs: Introduction Program, Age Pyramids, Population vs. Time Plots, General Program and Country Editing Program. Generally students use the first four programs and the teacher can use the fifth to enter data on new countries. The introduction program introduces the two types of graphs encountered in the other programs, explains lables on graphs and defines terms. It is recommended that users go through this program first. In the remaining programs, a number of options are available which allow users to examine the effects of changing various population characteristics.

ESTIMATED STUDENT TIME REQUIRED: Thirty minutes per day for one week.

POTENTIAL USES: The program may be used to introduce population issues in full class, small group or individual situations.

MAJOR STRENGTHS: The program allows the user to immediately see results of changing population related variables.

MAJOR WEAKNESSES: Users may change variables only in series, and not simultaneously.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
•					Graphics/sound/color are used appropriately.
•					Use of package is motivational.
	•				Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
•					User support materials are comprehensive.
	•				User support materials are effective.
•					Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicate they would use or recommend use of this package with little or no change.

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue • Portland, Oregon 97204
(503) 248-6800

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Elementary, Volume 6 — Social Studies

VERSION: 1.2

PRODUCER: MECC
2520 Broadway Drive
Lauderdale, MN 55113

EVALUATION COMPLETED: June 1983 by the staff and constituents of Linn-Benton County ESD, Albany, Oregon.

COST: $41.00

ABILITY LEVEL: Grades 3 through 8
SUBJECT: Social Studies
TOPIC: Geography, History, Economics
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 32K, Apple II, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Simulation, problem solving

DOCUMENTATION AVAILABLE: In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, sample program output, program operating instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) History knowledge and understanding, economics, problem solving

INSTRUCTIONAL PREREQUISITES: (INFERRED) Whole numbers and decimals (money) (+, -, x, /)

CONTENT AND STRUCTURE: The package contains 5 programs: FURS simulates a fur trader expedition; user must decide what furs to trade and where to trade. In NOMAD the user is given a city map and must try to drive to a given intersection. OREGON is an Oregon trail simulation. SUMERIA is a "Hamurabi" type simulation involving buying, selling and planting. VOYAGEUR is a simulation of a fur trader trip.

ESTIMATED STUDENT TIME REQUIRED: 15 minutes per program (minimum) for each of five on diskette, although 30 minutes for each program would allow for group discussion and follow-up on lesson sheets.

POTENTIAL USES: Individual or small group setting with at least 30 minutes of uninterrupted time. This set of programs seems most appropriate for the upper elementary or middle school level, but could work well with some high school groups. Each program needs the support of the printed study guide sheets in the documentation.

MAJOR STRENGTHS: FURS has limited but realistic student choices. The background information and map in the documentation are good. NOMAD involves coordination of the speed and direction variables. OREGON incorporates effective graphics. Several choices are available and the simulation is reasonable with realistic consequences. SUMERIA requires students to hold several variables in consideration and offers

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
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	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
•					Content presentation is clear and logical.
•					Difficulty level is appropriate to audience.
		•			Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
•					Student creativity is effectively stimulated.
•					Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
•					Learning can be generalized.
•					User support materials are comprehensive.
•					User support materials are effective.
	•				Information displays are effective.
•					Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Northwest Regional Educational Laboratory
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(503) 248-6800

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Geography

VERSION: 1.2

PRODUCER: MECC Publications
2520 Broadway Drive
Lauderdale, MN 55113

EVALUATION COMPLETED: April, 1983 by the staff and constituents of Linn-Benton ESD, Albany, Oregon, and the staff of Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $37.00

ABILITY LEVEL: Grades 4 through 10
SUBJECT: Geography
MEDIUM OF TRANSFER: 5-1/4 in. flexible disk
REQUIRED HARDWARE: Atari 400 or 800, one Atari 810 disk drive, monitor
REQUIRED SOFTWARE: Atari BASIC cartridge
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice

DOCUMENTATION AVAILABLE: In program — program operating instructions and student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, sample program output, program operating instructions, teacher's information, resource/reference information, student's instructions, student worksheets, and follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To recognize the characteristic shape of states, countries and continents. To identify a state as part of a geographic region, and countries as part of continents. To identify the capital of each of the United States. To be able to spell the names of the states, capitals, countries and continents.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Some prior instructions on the objective stated above.

CONTENT AND STRUCTURE: Geography contains four drill and practice programs (States, Capitals, Continents, and Countries) appropriate for use with students who are learning the names and locations of cities, states, countries, and continents. The programs allow students to select the geographical area and the number of problems. The problems are selected randomly by the program within the selected area.

POTENTIAL USES: This package is most appropriate for use with individual students or with small groups of students in a geography class.

MAJOR STRENGTHS: The graphics displays of states, regions, countries, and continents are very good. The package provides for the user to: select the level, review the instructions upon request, have more than one chance to answer, receive hints when needed, and to see their level of achievement when finished.

MAJOR WEAKNESSES: The graphics display of the Northeastern states is a bit small making it hard to discern the individual states. The package is not totally self-documenting in that students are not told how to exit the program or that it is necessary to enter the complete name (abbreviations are rejected). Generally, the package is not a high motivator for students.

EVALUATION SUMMARY

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	•				Content is accurate.
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	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•	•			Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
		•			Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this program with little or no change.

Northwest Regional Educational Laboratory
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(503) 248-6800

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Geography Explorer: USA

PRODUCER: Instant Software
Educational Marketing
Peterborough, NH 03458

LOCAL DISTRIBUTORS: Contact producer for list

EVALUATION COMPLETED: January 1982, by staff members of the West Lafayette School Corporation, West Lafayette, Indiana, with the support of Indiana Title IVc.

VERSION: TRS-80

COST: $49.95

ABILITY LEVEL: Grades 4-11
SUBJECT: Social Studies: U.S. geography, state identification
MEDIUM OF TRANSFER: 5" flexible disk
REQUIRED HARDWARE: 32K TRS-80, one disk drive, monitor, light pen (optional)
REQUIRED SOFTWARE: TRSDOS or NEWDOS
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, information retrieval
DOCUMENTATION AVAILABLE: In Computer Program: program operating instructions, student's instructions. In Supplementary Materials: sample program output, program operating instructions, teacher's information, resource/reference information, student worksheets, data, progress reports

INSTRUCTIONAL OBJECTIVES: The student will be able to identify states within regions of the U.S., and to associate state name with abbreviation, capital, largest city, nickname, population, flower and bird.

INSTRUCTIONAL PREREQUISITES: The student should know some information about the regions of the U.S., cities and states, and population.

CONTENT AND STRUCTURE: The package consists of one diskette in a 3-ring binder, a teacher/parent guide, sample lesson plans and a lesson plan blank. Data sheets of information contained on the diskette and blank maps of the U.S. are available for teachers to copy and distribute. The computer presents a menu of three program sets: (1) state name, abbreviation, capital, largest city and nickname; (2) state area, area rank, population, population rank, density, density rank, % urban, % urban rank; (3) state flower, bird, tree, song and motto. Each set presents a menu of its parts. The student is given a choice of answering by multiple choice, by given fact, or by typed-in response. The teacher can override the menu choices and the ways of responding.

ESTIMATED STUDENT TIME REQUIRED: Not available

POTENTIAL USES: This package can be used as a review in an elementary geography class. It can be used for drill on state names, abbreviations, relative location and state facts. Other uses could be enrichment or review for small groups. Perhaps some of the statistical ranking parts could be used in the middle grades.

MAJOR STRENGTHS: The Geography Explorer has a "teacher" mode which allows the teacher to choose the content and how the content is to be presented. This mode permits directed learning. Easy entry and friendly computer responses help the elementary student. A variety of graphic rewards provide immediate positive reinforcement. Student scores can be displayed.

MAJOR WEAKNESSES: Recommended audience age is too young for much of the program content. Elementary students have trouble with most of the content of Set II: state's area, population, density and percent urban. The graphics are not always clear, making it hard to define the shapes of states. Largest city (Set I, Part 4) only lists one city of the state. The other two choices are outside the state. Thus, a student only needs to relate the city to the state to answer the largest city problem.

EVALUATION SUMMARY

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SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicate they would use or recommend use of this package with little or no change.

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(503) 248-6800

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Map Reading

VERSION: 1980

PRODUCER: Micro Power and Light Company
12820 Hillcrest Road
Suite 244
Dallas, TX 75220

EVALUATION COMPLETED: June 1983 by the staff and constituents of Linn-Benton ESD, Albany, Oregon.

COST: $19.95

ABILITY LEVEL: Grades 4 through 7
SUBJECT: Social Studies, Science
TOPIC: Geography, Physical-Science
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 32K Apple II+, disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.2 or 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — sample program output. In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, program operating instructions, post-test, teacher's information.

INSTRUCTIONAL OBJECTIVES: (INFERRED)
Master map reading; have fun in map reading; become familiar with the compass; learn concept of scale; learn distance and direction notation.

INSTRUCTIONAL PREREQUISITES: (STATED)
Desire to master map reading. Intended for fourth graders and older. Ability to multiply single digit whole numbers.

CONTENT AND STRUCTURE: Package contains one disk with minimal written information. It lacks record keeping and reporting functions. Structure is demonstration followed by drill and practice.

ESTIMATED STUDENT TIME REQUIRED: 10 to 25 minutes at various times during the week.

POTENTIAL USES: This package could be used in introducing map reading skills for grades 4-6. It may also be used for reinforcement of these skills, and for individual or small groups of no more than three.

MAJOR STRENGTHS: Program initiates positive attitude in students by setting the stage with "fun" learning activities. Since there is no time limit, it allows for individual differences. The directions are clear. The use of the compass is commendable.

MAJOR WEAKNESSES: It is inconsistent in directions. It tells you to use the "return key" and other times, the "space bar" to move on. The first stage should not accept dual answers in the compass program. No accurate instructions are given to enter the scale of the program. Due to distractions the student could easily miss counting the dots. It might be better to put dashes so the student could count them easier. More difficult problems could be used.

EVALUATION SUMMARY

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•					Learner controls rate and sequence.
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	•				Users can operate easily and independently.
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	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

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(503) 248-6800

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President Elect

VERSION: 1981

PRODUCER: Strategic Simulations, Inc.
465 Fairchild Drive, Suite 108
Mountain View, CA 94043

EVALUATION COMPLETED: May 1983 by the staff and constituents of the Connecticut Department of Education, Hartford, Connecticut.

COST: $39.95

ABILITY LEVEL: Grades 5 through 10
SUBJECT: History, Social Studies
TOPIC: Government, Civics, Elections
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Game, simulation

DOCUMENTATION AVAILABLE: In supplementary materials — program operating instructions, students' instructions, and student worksheets

INSTRUCTIONAL OBJECTIVES: (INFERRED) To understand the factors that affect the presidential election.

INSTRUCTIONAL PREREQUISITES: (INFERRED) An understanding of the presidential election process.

CONTENT AND STRUCTURE: This program simulates the 9-week presidential campaigns from 1960 to 1984 using either actual historical data or potential candidates or allows user to create his own candidate.

ESTIMATED STUDENT TIME REQUIRED: A minimum of 2-1/2 to 3 weeks of class time would be needed. This may present a limitation as many curricula, even in government/civics classes, would not allow this much time to be spent on the subject of presidential elections. At least one week of preparation is needed in order for students to learn enough about the process from the manual and other resources. One round of play lasts about 30 minutes—it would take about four hours or five class days to complete the game. Debriefing, analyses and evaluation of performance would take another three to five days.

POTENTIAL USES: President Elect is a must game to play during a presidential election year, though its potential extends well beyond that limited use. It can be played by individuals and small groups, both in class or in a resource room during class time or after school. Elective courses in contemporary issues, law, and political science would be appropriate places for using this simulation.

MAJOR STRENGTHS: The supplementary information book is excellent. Flexibility of the historical and ahistorical modes is a plus. The package is creative in that present and near future elections can be played as well as past

Continued on back

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SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

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President Elect, continued

elections. The package provides a vehicle for researching the political potential, character and positions of the candidates.

MAJOR WEAKNESSES: The game is long. Black and white graphics could be improved. It is hard to detect the state by state changes after a player moves as only percentages are given (the names of the states should be printed on the map for easy recognition).

OTHER COMMENTS: Print out capability would improve the game. Students could take home maps and information as homework, so that strategies could be thought out more carefully before their turn at the computer the next day in school. A 1984 update (historical track) made available to original purchasers would appreciably add to the game's attractiveness.

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Social Studies, Volume 2

VERSION: 4.2

PRODUCER: MECC
2520 Broadway Drive
Lauderdale, MN 55113

EVALUATION COMPLETED: June 1983 by the staff and constituents of Linn-Benton ESD, Albany, Oregon.

COST: $41.00

ABILITY LEVEL: Grades 4 through 12
SUBJECT: Social Studies
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 32K Apple II, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, enrichment, assessment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, instructional management, information retrieval, game, simulation, problem solving

DOCUMENTATION AVAILABLE: In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, sample program output, program operating instructions, teacher's information, resource/reference information, student's instructions, student's worksheets, textbook correlation.

INSTRUCTIONAL OBJECTIVES: (INFERRED) Develop students ability to make decisions; familiarize student with content area such as nations, continents and states; develop student ability to recall and synthesize information; and develop an awareness of the problems that existed in early U.S. history.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Should have the ability to read at 10-12 grade level. Students should be thoroughly familiar with operation of microcomputer.

CONTENT AND STRUCTURE: Seven programs are included: BARGAIN involves collective bargaining in business/labor relations. COUNTRY involves countries and capitals. CRISES involves moves and countermoves in international conflicts. FAIL SAFE involves decision making with the President and advisors. MINING involves information retrieval using Minnesota agricultural data. STATES deals with capitals and shape recognition.

ESTIMATED STUDENT TIME REQUIRED: 30 minutes per session

POTENTIAL USES: Can be used from grades 5 through 12 with economics, political science, geography, and American/world history classes. Could also be used with adults.

MAJOR STRENGTHS: The directions are clearly stated. It helps the student to make use of thinking skills such as logic, memory, and synthesis. Provides immediate response and reinforcement. "Fail Safe" is particularly good in decision making. Provides enough responses to eliminate guessing.

MAJOR WEAKNESSES: Graphics were difficult to read. Color could be better. The length of display times tends to lose the student's interest.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
				•	Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
				•	Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
•					Information displays are effective.
	•				Users can operate easily and independently.
•					Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Elementary Social Studies II, continued

several lesson possibilities. VOYAGEUR is the best of the five simulations for strategy.

MAJOR WEAKNESSES: FURS has limited screen instructions. The price differences for various pelts need clear definition. In NOMAD the screen should show R, L, U, F command abbreviations. OREGON causes music overload! This could be a distraction in groups involved in mixed tasks. SUMERIA is repetitive. The students may "try" to starve the population to add excitement. VOYAGEUR also has distracting music (see OREGON) which could be a drawback with mixed task classes. It also needs more complete geographic information.

OTHER COMMENTS: The best feature of the FURS program is that the students are not allowed to cheat on pelt distribution. The documentation is necessary in order to understand the maps in NOMAD. The probability statements in the documentation for OREGON are helpful in understanding the program structure. The documentation for SUMERIA is the most helpful. The VOYAGEUR program allows for outside research (study guides).

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The Decision Shop

PRODUCER: The Children's Museum of Indianapolis
Indianapolis, Indiana

Contact: Dr. Marianne Talafuse
Center for Economic Education
146 WB, Ball State University
Muncie, Indiana 47306

EVALUATION COMPLETED: June 1983 by the staff and constituents of Linn-Benton ESD, Albany, Oregon.

COST: Unknown

ABILITY LEVEL: Grades 4 through 8
SUBJECT: Social Studies
TOPIC: Economics
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, simulation, problem solving

DOCUMENTATION AVAILABLE: In program — student's instructions.

INSTRUCTIONAL PREREQUISITES: Whole number operations (addition, subtraction, multiplication, division). Upper elementary reading ability.

CONTENT AND STRUCTURE: One disk with three simulation programs: KINGDOM is similar to "Hamurabi" in that the object is to buy and sell land, plant wheat and feed people. STAR TRADER involves balancing food, air, fuel and water for a space colony. SELL ROBOTS is similar to "Sell Apple" from MECC. The user determines optimum selling price through trial and error followed by a tutorial review.

ESTIMATED STUDENT TIME REQUIRED: 20 to 30 minutes

POTENTIAL USES: Individuals, small groups, or entire classrooms

MAJOR STRENGTHS: This package is fun and challenging. It allows the students to see results of decision making and how one variable affects another.

MAJOR WEAKNESSES: There are no user support materials. Too much time is lost on graphics. The large graphic "words" are hard to read from the operator position. All directions have to be gone through each time (students would want to get right to the program after going through it once or twice). There is no way of pausing during the program most of the time.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
•					Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
		•			User support materials are comprehensive.
		•			User support materials are effective.
	•				Information displays are effective.
•					Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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The Exploring of America Series

VERSION: 1981

PRODUCER: Aquarius Publishers, Inc.
P.O. Box 128
Indian Rocks Beach, FL 33535

EVALUATION COMPLETED: June 1983 by the staff and constituents of Linn-Benton ESD, Albany, Oregon.

COST: $169.00

ABILITY LEVEL: Grades 7 through 10
SUBJECT: Social Studies
TOPIC: History
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, TRS-80
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.2 or 3.3
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Tutorial

DOCUMENTATION AVAILABLE: In program — instructional objectives, program operating instructions, post-test, student's instructions

INSTRUCTIONAL OBJECTIVES: (STATED) The instructional packages are designed to extend and supplement basic historical textbook material and generate excitement about the subject matter.

INSTRUCTIONAL PREREQUISITES: None cited.

CONTENT AND STRUCTURE: Six diskettes and a teachers guide are designed to assist the instructor in teaching about the American heritage. The microcomputer programs present a series of paragraphs that provide basic information about the subject. Color graphics and "tunes" are used to enhance the learning experience for Apple II programs. TRS-80 programs include graphics. After several pages of information and graphics, questions are presented. An audio "reward" is given for correct answers; for incorrect answers, a reinforcing paragraph of information is presented.

ESTIMATED STUDENT TIME REQUIRED: 30 minutes per diskette (6 diskettes in package)

POTENTIAL USES: Grades 5 through 8, or low level high school students. Extra material for writing reports.

MAJOR STRENGTHS: Information was accurate and concise. The simple maps were helpful. No time limit on reading or answering questions was good.

MAJOR WEAKNESSES: Too much time was wasted on graphics (displays). Objectives need to be stated more clearly. Little interaction was used. The computer still says good when students miss all or most of the answers! All of the questions were facts! Need more interpretation and inference questions.

OTHER COMMENTS: This program was a straight read-and-answer-the-fact-questions program — could be improved by a variety of question types, also by adding a simulation type of game to the program. Have the students take the trips, do the exploring, etc. (simulation).

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
•					Content presentation is clear and logical.
		•			Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
				•	Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
•					Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
		•			Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this program with little or no change.

Summary: Scale from 1 (Low) to 5 (High). Content - 4, Instructional Characteristics - 3, Technical Characteristics - 3.

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The Market Place

VERSION: 1.1

PRODUCER: MECC Publications
2520 Broadway Drive
Lauderdale, MN 55113

EVALUATION COMPLETED: April, 1983 by the staff and constituents of Linn-Benton ESD, Albany, Oregon, and the staff of Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $36.00

ABILITY LEVEL: Grades 3 through 8
SUBJECT: Economics
TOPIC: Marketing
MEDIUM OF TRANSFER: 5-1/4 in. flexible disk
REQUIRED HARDWARE: Atari 400 or 800 computer, one Atari 810 disk drive, monitor
REQUIRED SOFTWARE: Atari BASIC cartridge
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Simulation, game

DOCUMENTATION AVAILABLE: In program — program operating instructions and student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, sample program output, program operating instructions, teacher's information, student's instructions, student worksheets, and follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To define and understand profit, advertising, assets, inventory, production supply and demand. To determine the relationship between supply and demand, production price and advertising. To estimate, compare and determine cost.

INSTRUCTIONAL PREREQUISITES: (STATED) Some knowledge of the definitions of the words price, profit, advertising, expenses, assets, inventory and supply and demand.

CONTENT AND STRUCTURE: This package contains four simulation programs on the topic of economics. Below is a short description of each program. SELL APPLES is a simulation involving finding the "best price" for a product. SELL PLANTS is a simulation on the effect of advertising on sales and profit. SELL LEMONADE is a simulation that determines profit based on production and advertising cost. SELL BICYCLE is a simulation on the managing of a bicycle company determining production level, advertising budget, and selling price.

POTENTIAL USES: This package is most appropriately used for enrichment with individual students and with groups of students. It could be used in consumer education classes, business math classes, economics classes, or social studies class. The skills developed by the use of the package are: problem solving, critical thinking, group decision making, and graph and chart interpretation.

MAJOR STRENGTHS: The package contains four excellent simulations that can be used with individual students or with groups of students. Use of the package is motivating to students and the documentation is extensive. The feedback from the programs develop and clarify various economic concepts.

MAJOR WEAKNESSES: The simulations are probably less relevant to urban minorities and could be improved by using a greater variety of goods or situations. An error message occurred while using the package.

According to the producer, these problems exist when the program is run on the newer Atari's. These problems have been corrected in Version 2.1.

OTHER COMMENTS: The students need some prior discussion about the concepts of supply and demand, production, price, estimate and others, before they can achieve success.

EVALUATION SUMMARY

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	•	•			Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

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